

## Retells

### Teach Retells That Focus on Sequence

A poster with the following connectives can serve as a powerful stimulus for language expansion in retells. To use this, I demonstrate a lot of retells as we complete guided reading lessons, read alouds, and so on. In each retell I consciously use connectives in my retell. When I use each one, I point to the connective on the chart so it is clear that I am purposefully integrating these into my retell of the content. Soon, students are ready to begin working with partners. I give each person a sheet with the connectives listed and ask the pairs to retell the content for each other weaving in connectives as they seem appropriate. The students really like doing this and I find *the connectives weaving their way into their daily writing as well.*

#### CONNECTIVES

For Time	For Contrasting Ideas/Cause and Effect
First	On the other hand
Second	However
Third	Because
Then	As a result of
Finally	
Also	
In addition	
Plus	
After	

### Teach Reflective Listening

I believe that learners need to be listen carefully to each other to encourage respect, language expansion, and content learning. To support that goal, I continually model active listening by giving direct eye contact to the speaker, leaning a bit forward toward the speaker, and then reflecting the speaker's language with statements such as: "I am hearing you say \_\_\_\_\_," "Would my summary of your statement be correct if I said \_\_\_\_\_," "So you are saying that \_\_\_\_\_," and so on. I model these behaviors carefully and make a point to tell the students what I am doing. My goal is to first heighten awareness of my reflective listening then to ask the students to engage in the same behaviors. When I believe they are ready, I ask one student to summarize a reading passage or offer an opinion on it and a second student to reflect back the message using a stem such as described previously. Soon, the students use these reflective listening practices as a natural extension of listening and as a segue into their own reflections.

Reflective listening seems to have a number of benefits to ELL students. (1) They feel that they have been respected and really heard when they hear someone reflect their ideas back to them. (2) If the message wasn't clear, they have an opportunity to clarify. (3) They listen more carefully to the language interactions of the group if they know they may need to reflect the content back in their own words.

### ***Read, Cover, Remember, Retell***

In 1999 I wrote about a strategy that had been created by Jan Ellison, a Title I teacher in my district. Since then *Read, Cover, Remember, Retell* (In *Revisit, Reflect, Retell*, Hoyt 1999) has assisted many children in reading more carefully and taking responsibility for consciously focusing on remembering information in text. The steps in *Read, Cover, Remember, Retell* include:

1. Find a partner.
2. *Read* about as much as you think you can cover with your hand.
3. *Cover* the text with your hand
4. Consciously focus on *remembering* what you read. This is a quiet moment for thinking.
5. *Tell* your partner what you remember. (It is O.K. to peek back at the text if you need to.)
6. Read some more and follow the steps again.

Claudia Sanzone, reading specialist and Title I teacher at William Walker Elementary in Beaverton, Oregon, wrote the following to reflect how she and her ELL students took the process, personalized it, and made it their own!

## Modifications to Read, Cover, Remember, Retell

Claudia Sanzone

I was teaching a group of third-grade ELL students strategies for comprehending nonfiction materials. I first modeled the *Read/Cover/Remember/Retell* strategy. This strategy asks students to read as much as their hand will cover. With their hand still over the text, they try to remember what they've read and then retell to a partner. If they forget, they can go back and sneak a peek. I always remind them that "re-reading isn't a bad thing. Good readers do that all the time."

I had the students practice this for several days during our small group reading sessions with limited success. Since I wasn't getting the results I was looking for in terms of the students' ability to glean information from their reading, I added a piece to the strategy.

I modeled how to do a quick sketch at the end of each section of reading to collect my thoughts about what I understood. I also modeled how to do a quick word web.

So, now the steps are *Read, Remember, Represent, Retell*. The students tried this revised process by taking time to quickly sketch or word web after each chunk of text *before* telling their partner what they had learned.

### Don't Stomp That Bug

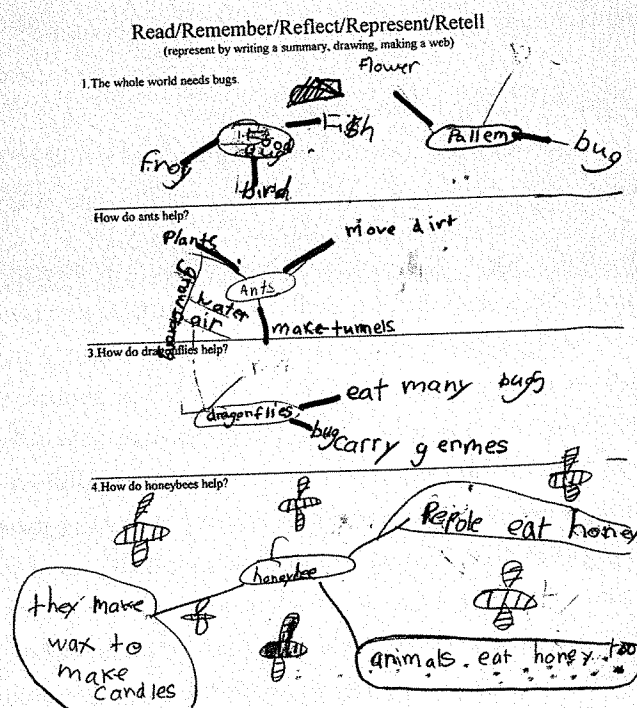


FIGURE 6.3 These samples illustrate the role of visual representation in supporting understanding.

